DOCUMENT RESUME

ED 152 961 08 CE 013 794

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TITLE Orient the School and Community to Competency-Based Instruction. Module K-1. Performance Element Nos. CBI 5, 6, 7, 8.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE Aug 77
NOTE 59p.; For related documents see CE 013 792-795, CE 014 260, and CE 014 160-161

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Community Support; Curriculum Guides; Educational Objectives; Inservice Teacher Education; *Learning Activities; Learning Experience; Management; *Performance Based Education; Performance Based Teacher Education; Post Secondary Education; Preservice Education; Program Administration; Program Development; School Community Relationship; *School Involvement; Secondary Education; Teacher Evaluation; Teaching Skills; *Vocational Education

ABSTRACT

Intended to be utilized as an instructional unit in preservice or inservice vocational teacher education or as a part of a total performance-based teacher education (PBTE) program, this module is one of two competency-based modules developed to train vocational personnel how to install and manage competency-based instructional (CBI) programs. The two modules were designed as prototypes for the development of an entire series of teacher education modules intended to provide training in all the forty-five teacher competencies identified as being essential to the installation and management of CBI in secondary and postsecondary schools. (The full list of competencies, its development, and plans for the additional modules are described in a separate report, CE 013 792.) The format and structure of the modules include the following components: cognitive learning experiences; practice and planning experiences; alternative and optional experiences; application experiences; and assessment. The terminal objective of this module is to orient the school and community to CBI while working in an actual school situation. Providing the user with the background information on the need for and characteristics of CBI, this module also provides the following two practice activities to help the user apply this information in explaining CBI to members of the school and community: (1) critique the performance of a teacher in a given case study describing the basic concepts of CBI and (2) critique the performance of teachers in given case studies in orienting the school and community to CBI. (BM)

ED152961

ORIENT THE SCHOOL AND COMMUNITY TO COMPETENCY-BASED INSTRUCTION

MODULE K-1

Performance Element Nos. CBI 5, 6, 7, 8

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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August, 1977

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The Program of Training for Installing Competency-Based Vocational Instruction is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education.

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

FOREWORD

The competency-based approach to vocational instruction has caught the imagination of vocational educators across the country. Secondary and post-secondary schools are installing competency-based instruction (CBI) in new programs, and are converting many existing traditional programs to CBI as suitable materials and trained instructors become available.

If competency-based vocational instruction is to reach its full potential, teachers must be prepared to install and conduct CBI programs. At present, vocational teachers are typically not prepared by training or experience to effectively utilize this approach. Teacher education programs will need to address this problem.

This teacher education module is one of two designed to assist vocational teacher educators to prepare teachers for CBI. It employs the performance-based approach and utilizes a format similar to that of The Center's Professional Teacher Education Module Series, now available to the profession through the American Association for Vocational Instructional Materials (AAVIM). The 100 performance-based teacher education (PBTE) modules are organized into ten instructional categories, A through J, while this and succeeding modules in the series on competency-based instruction are designated as Category K. Thus, this module (K-1) and the following module (K-2) are seen as needed extensions of The Center's PBTE curriculum. They may be included as part of a total PBTE program, or may be utilized as an instructional unit in a conventional teacher education program, either preservice or inservice.

Teacher competencies important to CBI were identified in a three-step process: (1) a comprehensive search of the literature was made to identify implied competencies, (2) a select group of leading educators experienced in CBI used the DACUM (Developing A Curriculum) competency-identification approach in a workshop setting, and (3) the two lists were merged and refined. A total of 45 competencies were identified as being unique to CBI or as having special application to CBI. A series of 12 modules is envisioned as being necessary to deliver on all 45 competencies. The present two modules are those judged by the project's national advisory committee as being most urgently needed by teacher education institutions. It is planned that the remaining ten will be completed as funding becomes available.

Thanks are extended to Joan Jones and Karen Quinn, authors of this document, to Lois Harrington for valuable editorial assistance, and to Debbie Parsley for typing the manuscript. Glen Fardig, Director of the CBI Project, had overall responsibility for the work.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

Competency-based instruction is gaining much support throughout vocational education as a promising means to make vocational education more effective, and more relevant to the needs of both students and business and industry. Unlike more conventional forms of instruction, CBI is based on the actual competencies (technical skills) needed by workers in a specified occupation, and makes these competencies, and the criteria to be applied in assessing student performance, explicit to the student. Ideally, a CBI program is individualized and time-free, with the student taking much more responsibility for his/her own learning, and the teacher acting as more of a resource person providing the materials and assistance the student needs to progress toward competency.

The vocational teacher involved in such a program, or contemplating using competency-based instruction in his/her classroom, needs to be competent in a variety of areas. He/she needs skill in competency identification; in developing performance objectives, criteria, and learning activities; in developing CBI materials such as modules; in managing resources and record keeping; and in orienting students to, and guiding their progress throughout, the CBI program.

In addition, whether the teacher is planning to install CBI, or is involved in an ongoing program, he/she will need to be able to clearly explain to others in the school and community exactly what CBI is, how it differs from more familiar forms of

instruction, and how it is operating in his/her classroom. Although the competency-based approach and CBI materials are becoming more and more common (in general education, vocational education, and teacher education), the concept is still relatively new. The teacher may well find it necessary to gain the support and understanding of administrators, other faculty, parents, members of business and industry, referring schools and agencies, accrediting personnel, etc., in order to install a new program or operate an existing program effectively.

To orient others to your planned or existing CBI program, you need to thoroughly understand the concept yourself. In addition, you need to be able to (1) identify and take advantage of opportunities to inform the school and community about CBI, and (2) plan appropriate information and effective methods for providing the necessary orientation. This module is designed to provide you with background information on the need for and characteristics of CBI, and with information and practice activities to help you apply this information in explaining CBI to members of the school and community.

About This Module

Objectives This module includes three objectives:

Terminal Objective: While working in an actual school situation, orient the school and community to CBI. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 55-57 *(Learning Experience III)*.

Enabling Objectives:

1. After completing the required reading, critique the performance of a teacher in a given case study in describing the basic concepts of competency-based instruction *(Learning Experience I)*.

2. After completing the required reading, critique the performance of teachers in given case studies in orienting the school and community to CBI *(Learning Experience II)*.

Resources A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

- *Reference:* Place, Roger A. "The Performance-Based Curriculum." Speech given before the National Association of Secondary School Principals Annual Convention, Dallas, Texas, February 2-7, 1973. ED 077 118

- *A vocational teacher* experienced in using CBI whom you can interview.

- *Sample CBI materials and media* in your service area which you can review.

Learning Experience II

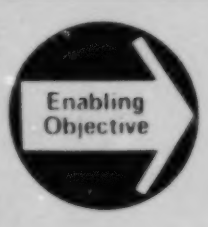
Optional

- *A vocational teacher* experienced in orienting others to CBI whom you can interview.
- *A school administrator* knowledgeable about CBI with whom you can consult.
- *Peers and/or a resource person* to whom you can make a presentation concerning CBI.
- *Videotape equipment* for taping, viewing, and self-evaluating your presentation.

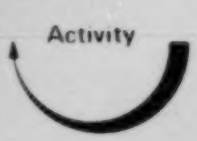
For information about the general organization of each module, general procedures for their use, and terminology which is common to the CVE modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

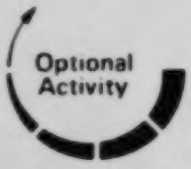
OVERVIEW



After completing the required reading, critique the performance of a teacher in a given case study in describing the basic concepts of competency-based instruction.



You will be reading the information sheet, Competency-Based Instruction in Vocational Education, pp. 7-19.



You may wish to read the supplementary reference, Place, "The Performance-Based Curriculum."

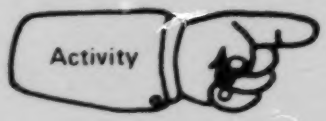
You may wish to interview a vocational teacher in your service area who is experienced in using CBI.

You will be reading the Case Study, pp. 21-22, and writing a critique of the performance of the teacher described.

continued

You will be evaluating your competency in critiqing the teacher's performance in describing CBI by comparing your completed critique with the Model Critique, pp. 23-25.

You may wish to locate and examine examples of teacher- and/or commercially-produced CBI materials and media.



For information on the rationale for competency-based instruction in vocational education, and on the basic concepts and characteristics of CBI, read the following information sheet:

COMPETENCY-BASED INSTRUCTION IN VOCATIONAL EDUCATION

Vocational education has always had to face the challenge of preparing students for entry-level job skills, of assessing changing manpower needs, and of responding to technological advances and social trends. It has always been important for vocational educators to determine which job skills students should be trained for and to know when and in what ways jobs have actually changed. Vocational teachers have always needed to know when, for example, the occupation of an animal technician is no longer simply secretarial, or that a worker who packages products may now need extensive training in mechanized packaging techniques.

It has been necessary for vocational teachers to know how labor needs in certain occupational areas will vary and, therefore, how to counsel students in those areas. How do vocational teachers know when the health field is expanding to include more people trained in allied health and preventive medicine occupations? How do they know that there is more demand for people in the paralegal occupations, or that, as more businesses congregate in huge "office parks," the skills needed by building maintenance supervisors change and expand?

It has been important for vocational education to determine exactly in what skills students should be trained. If, for

example, the job skills of the animal technician and the building maintenance supervisor are changing, you, as a vocational teacher, need to prepare your students for the new skills they will need. You need to find out what those skills are, and how you need to teach them.

Designing a course of study which will satisfy each student's particular personal and vocational needs, or which will address individual learning styles and the instructional strategies or techniques which best fit those styles, should be at the center of a vocational program. Teachers have found this difficult to effect, however. Suppose, even, that you know exactly what ought to be taught to prepare each student in an occupational area. How, then, do you teach each student in the way he/she will learn best? A student who has poor reading skills, but who is highly motivated when offered visual materials, will probably not learn well from a stack of printed material. That student will instead require a variety of well-chosen filmstrips or slides or recordings, etc. Similarly, a student who learns better from having a skill or concept demonstrated will require such demonstrations often, along with printed materials. Some students will learn more effectively if they can have time alone with learning materials which primarily require them to read. And, some students will perform better if they can work with other students in a cooperative tutoring arrangement.

Some teachers, too, have on occasion found it hard to accurately assess one student's achievement through comparison with other students' success. For instance, such comparison has meant

that if a student in an auto mechanics program were to successfully finish only part of the program, he/she would, in fact, not have achieved any success at all; whereas, the student who finished the entire program is assumed to have been successful. Similarly, it has been assumed that the same grading scheme and learning activities can be used for all students in a program even though each student's style is very different from the next.

All of these challenges and assumptions in vocational education require answers. Some of these answers can be found in a systematic and flexible instructional approach which can deal with changing skills required of workers. Vocational education needs instruction which can incorporate different learning styles and teaching strategies. It needs to provide evaluation of each student, not always through a grading system based on norms, but on the basis of how well that student performs; i.e., not on how well that student compares with other students. Vocational education needs to define competencies (job skills, knowledges, and attitudes) required for each job training program and for successful performance on the job. Instructional programs need to spell out learning objectives and directions which help lead the student toward competency, or successfully demonstrated performance of job skills.

Competency-based instruction (CBI) can be one answer to these problems and needs. CBI is, in fact, already answering some of these problems in many vocational facilities. You, as a vocational teacher, will therefore need to know how CBI could

work in your own vocational school. You will also need to know what CBI could look like in operation.

Competency-based instruction is a flexible, systematic approach in which students take an individualized program, work at their own pace, use a sequence of learning objectives and learning experiences or activities, work toward successful performance of occupational tasks to achieve competency, and have their performance evaluated on the basis of criteria stated in the learning objectives.

In an actual CBI program, then, you may be able to see the following:

- The CBI program is based on those competencies needed by workers in the occupational service areas.--A truly competency-based vocational program is based on a process called occupational analysis. The process may or may not be conducted by the particular school implementing CBI. One result of the process is an ordered list of tasks for the particular occupation being analyzed. The process includes the following steps. Initially, workers on the job and/or business and industry personnel are asked to analyze, list, and order tasks necessary for successful performance in their occupational areas. These ordered lists are called occupational analyses and already exist and are available for many occupational service areas. In a CBI program, these analyses are used to determine competencies and to develop learning objectives, learning activities, and criteria for students to demonstrate performance.

Suppose, for example, that you were a business and office practices teacher about to begin developing a CBI program for your students. Before you could plan any competency-based learning activities and evaluation techniques for measuring student performance, you would need to determine what the competencies for business and office practices jobs are, and you would need to verify those competencies. In other words, you would want to be sure that the competencies your students were to develop would actually be used by those students in their business and office jobs.

You can find out what the competencies are and verify them in several ways. You might, for instance, be able to use a business and office practices competency listing already available and already verified. You might also be able to use the services of an advisory committee made up of business and office workers and supervisors to help you decide upon competencies needed for the jobs and to verify their accuracy.

With a list in hand of competencies needed for job training, you could then write a series of learning objectives for students based on the competencies, or you could select appropriate, readily available objectives from published or previously developed instructional materials.

Because the objectives are competency-based, they are stated in terms of student performance. An objective which is competency-based would not read:

> The student will know how to receive phone calls properly.

A competency-based performance objective, instead, would probably look like this:

> The student will demonstrate phone call reception techniques according to the procedures presented in the filmstrip.

In other words, the competency or skill is observable and can be demonstrated so that the teacher can assess the student's actual performance of the skill and can base that assessment on specified criteria (e.g., "the procedures presented in the filmstrip").

After a sequence of such objectives has been defined, learning activities can be provided to help students meet the objectives and achieve competency. Learning activities to help students meet the objective stated above, for example, could include viewing a filmstrip on phone call reception procedures, reading a portion of a resource text, or participating in a role-play activity.

- The teacher's and the student's roles change.--The teacher in a CBI program is more a "manager of instruction," or "facilitator," rather than a "dispenser of information." The teacher no longer simply provides general content information, but "facilitates" or "makes easier" the student's individualized activity and, therefore, interacts more frequently with the student. The teacher is a guide of the student's learning process. He/she helps the student to understand the objectives and to proceed through the learning activities and remains alert to any problems in procedure.

A CBI teacher may well find himself/herself spending much of the time usually allotted to working with large groups with a lecture approach working instead with individual students at the time when specific assistance with their individualized activities is required. In CBI, teachers are much more the "roaming resources." The woodworking teacher is free to help the woodworking student with dovetail joint construction of a drawer. The electronics teacher can help the electronics student with a particular circuitry problem. The cosmetology teacher can help the cosmetology student with a problem in hair shaping. The assistance comes when the student needs it, not when the course of study dictates.

Teachers in a CBI program also help each student to keep track of his/her own progress and to decide if and when he/she is ready to demonstrate competency--to perform the skills needed to meet the objective and to be evaluated on the basis of that performance. The woodworking student may be ready to demonstrate his/her skill in dovetail joint construction. The electronics student may not be quite ready to complete a circuitry design. And the cosmetology student may be competent in shaping hair but lacks skill in make-up and facial techniques. CBI teachers need to be continually aware of such individual progress in order to help each student manage his/her learning process well--to help chart progress on specific forms, to help keep a record of competencies attained, and to provide instructional and resource assistance when, and in what ways, each student requires such assistance.

From this, it may be easier to understand how the student's role changes. Ideally, the student has from the beginning been involved in the planning of his/her own program with the resource person (teacher). This kind of student participation is critical in CBI even though it may, initially, be quite structured by the teacher. However, as the student proceeds through the learning activities, he/she may begin to know <u>when</u> to ask for assistance. For example, the student may request to have performance of a skill assessed when he/she feels ready. When this occurs, the student becomes <u>aware</u> of his/her progress. He/she is more engaged in the learning process.

• <u>Students know what their own learning objectives are before they begin using their instructional materials</u>.--Before a student begins any CBI program and uses any instructional materials, he/she knows the particular learning objectives involved and the conditions and criteria for performance (or demonstration of competency). A student entering a nurse's aide program would not simply practice making a hospital bed or preparing a patient for surgery without first knowing what the objectives for such activities were. The objectives would let the student know (1) what skill he/she will be learning, (2) under what conditions the skill will be learned, and (3) the specific criteria to be used in determining whether competency has been achieved. One of the nurse's aide student's learning objectives might then be:

> The student will make the hospital bed using the procedures outlined on the information sheet provided so that there is only one tight triangular fold on each corner.

Similarly, a horticulture student would be able to know before beginning a study of plant diseases exactly what, for example, the objectives and criteria would be for demonstrating competency in identifying plant diseases.

• The student's learning process and instructional materials are individualized and "time-free".--Although the ideal CBI program includes no formal courses, many CBI programs can reflect varying degrees of integration within traditional programs. Whether CBI is implemented as one part of a formal course, as two or three courses of study within an occupational service area, or in a total vocational program, the student can in all cases use CBI instructional "modules" or "learning activity packages" chosen by the student and resource person to meet the student's particular vocational needs and individual interests. These packages allow the student to proceed at his/her own pace and, when necessary, to "recycle" or return to learning activities already experienced. When the student feels he/she has achieved a competency, he/she can request to "test out." This would be done through consultation with the resource person concerning the time and conditions for demonstrating competency.

Because the student's program is self-paced and individualized, the student could enter or leave a program when desirable or necessary. That is, the student would enter a program when new or additional competencies were needed and leave only when he/she had attained the necessary competencies or when it had been determined that the program was not meeting his/her needs.

For example, the student in a printing practice program may have used all the instructional materials planned for him/her to attain the skill of typesetting. He/she may feel ready to "test out"--to perform the skill stated in his/her learning objective--and, if performance is assessed as competent, go on to attempt achievement of other competencies.

On the other hand, if the same student requests to "test out," and performance does not satisfy the criteria stated in the objective, that student may return to learning experiences which may better help him/her to attain the competencies needed for proper typesetting. Ideally, at no point would the student have to attain competency by a specific time. The student could, in fact, repeat or take on new learning experiences until he/she could demonstrate a competency.

• The student participates in planned, supplementary activities and uses resources designed to add to his/her particular learning experiences.--The student does not always work alone. Interaction activities are planned among students in the same occupational areas. Small group work is arranged. Discussions are planned, as are the showing of films, the use of slide/tapes, role-playing, and simulation. An experienced worker or expert from the students' occupational service area could also serve as a resource to help with special problems or concerns. Field trips, too, can be planned as an excellent on-site resource.

For example, students in mining programs may need to discuss frequently the basic techniques they are all learning. Films may be used to address common concerns of students in a decorating,

painting, and drywall program who may all need to see demonstrations of special techniques and problems which cannot be demonstrated in the vocational laboratory. Role-playing and simulation may help a small group of dental assistant students in procedures and techniques for talking with patients and interacting with employers. An expert welder may often be able to offer solutions and "tricks of the trade" to students who are all involved in similar kinds of welding activities. A trip to a food packaging plant may give students in a packaging program a chance to feel what the job environment might be like, what kind of co-workers the student could expect to have, and actual job skills being performed during a real work day or job shift.

• Performance is the primary measure of how well a student is doing or how "competent" the student is becoming.--In CBI, competency should ideally be assessed by performance, not only by a "paper and pencil" measure. Just as a gourmet chef's competency is not assessed by asking him/her to describe how to concoct a soufflé, so competency in preparing a patient for surgery cannot be determined only through a written examination.

A student cannot simply read about proper procedures for hanging wallpaper, take a test on what he/she absorbed, and accurately be called competent as a paperhanger. Business and industry want to know that the worker they hire will be able to perform without taking valuable time as a paid worker to learn by "trial and error." Of course, vocational education has always been concerned with performance, but the CBI approach places new and systematic emphasis on this principle.

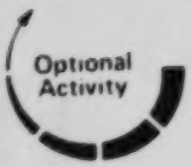
You have just read about what CBI could look like in a vocational facility. But, CBI can only operate this way if concerns about the concepts of CBI and its implementation are addressed successfully. For, CBI, like most new ideas, has its critics--and some of their concerns are valid. To more fully understand what CBI is, you may well want to take a brief look at a few of these general concerns as they are sometimes expressed by various school and community groups.

One concern you will hear is that CBI calls for more complex management and increased teacher planning than in a traditional program. This concern comes from the fact that CBI students may enter or leave their programs when necessary and that each student takes an individualized program--planned for that student only. However, the instructional benefits gained by students from the individualized learning process are considered by many people to be worth the initial input of teacher time and energy.

You will hear also that CBI students seem to be working alone too much, as if they were taking a correspondence course. In fact, interaction with the teacher as resource person should be a key factor in CBI, and also comes about through the small-group work and role-playing called for in most CBI individualized materials.

Yet another common concern is whether or not the occupational competencies in a student's CBI program are up to date. Because advancing technology so much affects so many job skills, and because surveys of worker-specified tasks have not been done on a large scale, this is an understandable concern. However, CBI

explicitly calls for frequent contact with business and industry and the community in order to continually update the vocational program and to accurately address changing manpower needs and occupational competencies.



You may wish to read the supplementary reference, Place, "The Performance-Based Curriculum." The author describes what a performance (competency)-based curriculum is, and discusses its advantages and possible problems. In addition, he describes the development of a performance-based curriculum in a large city school system.

You may wish to arrange through your resource person to meet with and interview a vocational teacher in your service area who is experienced in using CBI. Before going to the interview, you may wish to develop a list of the basic characteristics of an "ideal" CBI program. You could then structure the interview around certain key questions, concerning the basic concepts of CBI, e.g.:

- To what degree does the teacher's program reflect the "ideal" CBI program?
- In terms of his/her experience, what characteristics must be present if a program is to be truly competency-based; which features are less critical?
- If the teacher has used more "traditional" forms of instruction, in what key ways does CBI differ from conventional methods?
- Has the teacher found CBI to be an effective means to train students in the skills of the occupation? Would he/she recommend it to other vocational teachers? If so, why?

The following Case Study describes how one teacher explained and described CBI. Some of his views are accurate; some are off-base. Read the situation described, and then critique in writing the teacher's views concerning CBI, and indicate how you could help the teacher clarify these views.

CASE STUDY

Elaine Woods and Marty Spillane, vocational teachers from the Jericho County Vocational-Technical Center, are having an intense discussion in the staff lounge. They are talking heatedly about competency-based instruction in vocational schools, the subject of a symposium to be held the following evening at the nearby state university branch campus.

Elaine, though she feels more strongly than Marty that CBI can and should be implemented in vocational education, is intrigued by some of what Marty is saying and finally asks him to state clearly and succinctly his position on CBI.

"Look, Elaine, we know that CBI is said to provide a 'fit' between job training and competencies needed on-the-job, right? We know that, in CBI, students' programs are based on something called 'task analyses' which evidently are developed by actual CBI teachers. We've also read that both the teacher's and the student's roles will change; that the teacher will become (what do they call it?) a 'manager of instruction' and that the student will take on almost full responsibility for his or her own learning process. And, you have pointed out that students in CBI will know 'in advance of instruction' what their 'learning objectives' are and will, in fact, plan their own 'learning activities.' Isn't that what you said? Moreover, every one of us sat here today and discussed the CBI principle that performance is the only measure of competency and that norm-based measures of achievement just won't make the grade (forgive the pun, Elaine). And finally, you and I, probably more than most of the others here, talked about the CBI concept of totally individualized and 'time-free' student programs in which each student works alone at his/her own pace.

But, the implementation of many of these CBI principles is a thought that keeps nagging at me. It's a real bug in my ear, Elaine. First, haven't many of us always made our courses of study competency-based? Haven't we already spent much time and energy developing task lists on the basis of our own occupational experience? And then, haven't we put in many hours of extra time and energy writing learning experiences which are individualized and which seem to work for most of our students? I realize, of course, that the students themselves have not really had a hand

in developing their own particular learning objectives and activities, but we have always let them know what they were expected to do and what projects they were to complete. I mean, I really can't accept the idea that students should decide what they want to learn and be completely free to choose at what time they need or want to learn. Now tell me truthfully, Elaine--would you really want to become just a 'manager' of your students' learning process? Wouldn't you really mind having to give up the control you have over what you think should be taught and learned? Why, our duties and responsibilities would be reduced to arranging a stack of CBI 'modules' to be completed, handing out a progress chart to each student, tacking a 'gone fishing' sign on the door, and making a beeline for the staff lounge where we could all talk about how wonderful it was that our students were working on their own. Of course, we would check in on them occasionally. But, really, for what reasons? If the learning process is 'time-free,' why should we care if some students seem to be taking much more time than is even minimally necessary? If the learning activities are individualized, and the students always know what their own learning objectives are, what could they possibly need from us in the way of instruction?

Wait a minute, Elaine. Before you leave, just one more thing. You can think about it over supper. Even if, in CBI, the 'true' measure of competency is performance, why should we feel sure that our students will then be better prepared for their job roles? Why should a performance test tell us any better than, say, a written test exactly how well our students know the things they will need to do in an actual job? Quite frankly, Elaine, I feel like the proverbial horse. CBI has led me to the water, but it can't make me take a drink."

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Marty Spillane indeed appears to be "the proverbial horse" in his somewhat inaccurate and defensive summary. He needs both correction on certain basic assumptions about CBI and clarification regarding what he thinks would come to pass if CBI were implemented. You would want, for example, to point out to Marty that, in CBI, students' programs are indeed based on "task analyses," but that the term "teacher-developed" is somewhat misleading, as it does not emphasize the point that actual, essential job skills are the basis for students' programs. You could, for a start, describe for Marty the process of occupational analysis. You could discuss the input of actual workers and business and industry personnel in the ordering and verification of task lists and the subsequent development of competency-based learning objectives, activities, and criteria for demonstrating performance.

Marty also needs to understand that the change in teacher and student roles does not mean that the student assumes sole responsibility for the learning process. The process implies student and teacher involvement together in pre- and post-assessment and planning, as well as provision for continuous assistance by the teacher acting as a resource person who offers direction and guidance through the learning activities. And lastly, Marty needs to know that, in CBI, each student, even though his/her program is individualized and time-free, does not necessarily work alone. The student, in fact, may well participate in role-play activities, discussions, and field experiences with his/her peers as the individualized program specifies.

In order to clarify Marty's thoughts on what will actually happen if CBI were to be implemented, you could first address the matter of the "competency-based" nature of traditional programs. Marty feels, as do many vocational teachers and administrators, that because they may have traditionally used "individual" instruction on a one-to-one basis, developed programs which are based on a list of occupational skills, and have specified for students the nature of projects to be completed, their programs are already sufficiently competency-based and that the extra time and energy required to implement CBI is unwarranted. You may want, then, to point out that a truly competency-based program shares all the above elements but carries them even further to achieve better what Marty himself has called a "fit" between job

training and necessary on-the-job performance. You could describe a true CBI program as having the following characteristics:

- an individualized learning process developed by both teacher and student to ensure that a student's unique learning style, previous experience, and occupational goals are taken into account

- a learning process based on an occupational analysis derived directly from business and industry to ensure that the job training skills are up-to-date and accurately reflect current occupational requirements

- learning objectives and learning activities which the student knows in advance of instruction, which go beyond a detailed list of planned projects or activities, and which include criteria for successfully demonstrated performance of job skills.

Marty is also unclear about what a CBI "manager of instruction" really is. He expresses concern that (1) students will be "completely free" to choose the content and time necessary to complete the learning process, (2) the teacher's role will be diminished and too managerial, and (3) students will not really need any instructional help from the teacher. You can address these concerns by discussing the nature of the real activities and responsibilities of teachers and students in a CBI program. You can describe how a "manager of instruction" in CBI is responsible for far more than displaying modules to be completed and occasionally "checking in" on students. You can tell Marty how the CBI teacher becomes, in fact, a true learning resource person who must coordinate the order, flow, and appropriateness of learning materials for his/her students on a continual basis and who must always be present to provide individual students with any help they may need as they proceed through the learning process. You can add to this description some discussion of exactly what kind of help CBI students may require and how these students are not completely free to determine, or be responsible for, content and learning time. Instead, students need to assume responsibility for knowing when direction from the teacher is required in initial planning of learning activities, in problems in procedure during the learning process, in determining readiness to demonstrate performance, and in assessing the need for further learning activities or "recycling" of previously attempted activities. The CBI teacher must be continually conscious of each student's progress--when and why each student is proceeding well or poorly and how to help each student use his/her time efficiently.

And, finally, you can address Marty's feeling that performance is, in many cases, really no better a measure of competency and preparation for job roles than a "paper and pencil" test. You can describe how performance tests are based on actual

criteria; that the criteria are derived from occupational analyses; that the criteria are clearly stated in the student's learning objectives; and that, therefore, a "paper and pencil" measure of competency which refers to no occupationally derived criteria for performance cannot nearly so accurately assess preparation for job roles.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Competency-Based Instruction in Vocational Education, pp. 7-19, or check with your resource person if necessary.

Your resource person, resource center, or university library may have examples of teacher- and/or commercially-produced CBI materials (e.g., modules) and media in your service area. You may wish to examine these materials to determine in what ways, and to what degree, they reflect the basic characteristics of competency-based instruction, e.g.:

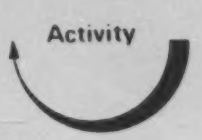
- Are learning objectives and criteria for measuring their achievement specified?
- Is provision made for continuous and immediate feedback on the learner's progress?
- Do the materials provide for a variety of learning styles and needs? Are there optional, alternate, or recycling activities?
- Do the materials provide for final assessment of the student's performance of the competencies, with the teacher evaluating the performance using a checklist or rating scale?

In examining these materials, particularly commercially-produced materials, you may also wish to consider their "transportability" to a variety of teaching situations. Do you think you could use them "as is," or might you need to supplement, reorganize, or otherwise revise them to make them more fully realize the principles of CBI and meet the needs of your students?

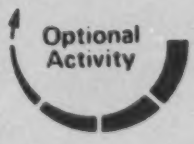
Learning Experience II

OVERVIEW

After completing the required reading, critique the performance of teachers in given case studies in orienting the school and community to CBI.



You will be reading the information sheet, Orienting the School and Community to CBI, pp. 29-42.

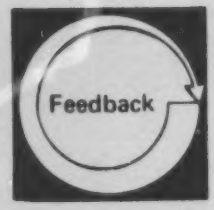


You may wish to interview a vocational teacher in your service area who is experienced in orienting others to CBI.

You may wish to interview an administrator who has had experience with CBI.

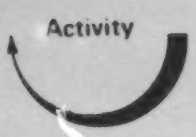
You will be reading the Case Studies, pp. 45-47, and writing critiques of the performance of the teachers described.

continued



You will be evaluating your competency in critiquing the teachers' performance in orienting the school and community to CBI by comparing your completed critiques with the Model Critiques, pp. 49-51.

You may wish to give a presentation concerning CBI to a group of peers and/or your resource person, and to record your presentation on videotape for self-evaluation purposes.



For information on the need to orient school and community groups to the CBI program, the types of information these groups need to have, and the methods you can use to orient them to CBI, read the following information sheet:

ORIENTING THE SCHOOL AND COMMUNITY TO CBI

In order for you to install and conduct CBI in your classroom, you need to have a firm grasp of the concept. But using CBI in your classroom, and conducting a successful, effective, and smooth-running program, involves more than your understanding and acceptance of the concept. There are other individuals and groups in the school and community who need and want to be informed about what is going on in your classroom/school, and whose support will help ensure an ongoing, effective CBI program.

You need to know who these people are, and what sorts of information each group needs in order to understand and support your efforts. You need to identify and take advantage of various opportunities to orient them to what you are doing or would like to do in terms of CBI. Generally, such school and community groups as staff and administrators, other schools and agencies, parents, civic and service organizations, business and industry, and accrediting personnel will need to be kept informed. But the types of information you need to provide any group, and the amount of responsibility you will have for providing it, will vary depending on a number of factors.

- Are you explaining a program which exists in your school, or attempting to "sell" people on the idea of installing one in the future?

- If you are involved in a CBI program, is it a new program, or has it existed in your school for some time?
- If the CBI program is new, who initiated its installation--the administration? Your vocational department? You?
- What key groups in your school and community need to be kept informed?
- How much do people in the school and community already know about the vocational program? About CBI?
- How much support exists for the vocational program? For CBI?

Whatever your situation, you will want to present the proposed or existing CBI program in the best possible light, and to make your case in a convincing, interesting, and effective manner. This is true even if you are simply providing information or keeping people up to date on what you are doing. As indicated earlier, you need to have a thorough understanding of CBI yourself to be able to explain it to others.

In addition, however, you should be familiar with a variety of techniques and approaches for presenting information and maintaining good school-community relations. Depending on the situation, you might want or need to prepare a bulletin board or exhibit, or to give a presentation involving the use of overheads, slides, or the chalkboard. You might want to develop a brochure, or a news release, or to take part in an open house.[1]

Opportunities to orient school and community groups will not, of course, always involve elaborate presentations or promotional

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[1]To gain skill in presenting information using audiovisual aids and other materials, you may wish to refer to Modules C-21 through C-29 of CVE's PBTE series. To gain skill in selecting and using methods to promote and maintain good school-community relations, you may wish to refer to Modules G-2 through G-7 of CVE's PBTE series.

techniques. In many cases, informal conversations (in person, or over the telephone) will be all that is necessary to provide the needed information. But you should be able to make more formal presentations if the need or opportunity arises.

Assuming that you are either involved in a CBI program or would like to become involved, what opportunities exist for you to orient others and gain their understanding and support? What sorts of information should you provide various groups?

Orienting Other Staff to CBI

You may find many opportunities within your own institution for orienting other staff members. You should be able to schedule some time on faculty meeting agendas for talking about CBI to the group as a whole. Department meetings provide an excellent opportunity to discuss CBI in terms of occupational area needs and concerns, and the staff lounge is a fine time to talk to other teachers in a more informal and individual way. To ensure that most staff members will hear about CBI, you may want to include an article in the school paper or in-school bulletin. You will also want to remain alert to other orientation opportunities specific to your own vocational facility, such as an open house, fund-raising events, and special sales.

The information about CBI which you provide to staff members will need to address their specific concerns. As mentioned earlier, that information will vary depending on the situation at your school. If CBI is new to them, staff members will want to know in what ways it will affect their instructional planning

time and effort, and how they will be able to manage and guide the progress of students who are working with different materials at varying rates. You will need to very simply and directly address these points. You may, for example, discuss how the extra time spent initially in planning a program with a student is well repaid when the teacher is free later on to work individually with the student. As the student proceeds through his/her program, the teacher will not be called upon so much to dispense new information daily but, instead, will keep track of the student's progress and help the student to progress as rapidly as possible.

You can also explain that, although the teacher may have to spend much time in the beginning working out or selecting record-keeping forms and charts and progress report forms, as the program becomes fully operational this kind of activity is rarely called for. The appropriate forms will have already been drafted and ready for general use by you and all of the students.

Student evaluation and grading will likely be of concern to teachers. For example, some teachers may not know what a performance test is, how it differs from testing procedures already being used, and how the teacher's role in the testing procedure is changed. You can indicate that evaluation is based on the student's ability to actually perform a skill or set of skills, and not simply on passing written tests. You can describe how the performance test is based on explicitly stated criteria for achieving learning objectives, and that both the student and the

teacher know in advance what these criteria are. You can also note that, ideally, evaluation of performance tests will not be tied to grades. Students will either perform satisfactorily or not, and if not, they will redo the test until they succeed.

Orienting Administrators

An excellent opportunity for discussing CBI with your administrator(s) can be found in a prearranged private meeting. You may be able, in this way, to talk informally without extra outside pressure from a larger audience. However, in order to reach more administrators within a tighter time frame, you may wish to arrange some time on the agenda of an administrators' workshop or an in-school meeting of your particular school's administrative staff. You may also want to provide your administrator(s) with sample articles on CBI, or with examples of CBI instructional materials.

Your orientation of administrators, just as that of other staff members, will need to touch upon their particular concerns. Administrators, quite naturally, will want to hear about how CBI will affect accountability and cost--that is, proof that the results of the program and job success of the students will be worth the resources expended. They will also be interested in hearing about ways to administer a program in which students can enter and leave at various points in time, if the program is to be organized on an open entry/open exit basis.

As you talk to administrators about CBI and how it functions, you can address these concerns. You can, for instance, explain

that while CBI cannot predict 100% student success in life or job roles, it does respond to updating of changing job skills and that, therefore, it may be well worth the initial cost of materials and resources. As you may do with teachers, you can explain how open entry/open exit can be managed. You can discuss the fact that once management procedures and forms are decided upon and/or drafted, and students are oriented to the process, things will begin to run smoothly with normal monitoring.

Orienting Referring Schools and Agencies

Other schools and government agencies that refer students to your vocational program (such as a feeder school or employment agency) should be informed about competency-based instruction. You can arrange to get yourself on the agendas of their staff meetings, or arrange to give a special presentation at a PTA function. You might also wish to contact specific individuals, such as guidance personnel, in the referring schools since much of the counseling and referring of students regarding their training programs rests in these persons' hands.

The administrators, teachers, and guidance personnel of these referring schools and agencies have their own special questions and concerns about CBI. They will, for example, want to feel that all the transfer or referral decisions made are justified. For instance, the Bureau of Employment Services will want to know that the people they refer to your vocational program will be getting the kind of training it has been determined they need. A private employment agency may want to be assured

that referring people to your CBI facility for training will in no way adversely affect their reputation. A referring high school, vocational school, or post-secondary institution will want to be sure that sending students into a CBI program will result in successful training and high student interest. The referring schools and agencies, in other words, need to be assured that they can assume the responsibility of encouraging suitable students to enter your program without damaging their own credibility.

You can begin by explaining how a student entering a CBI program meets initially with his/her resource person (or instructor) to plan a program which will best fit his/her present level of skill and vocational and personal needs and goals. You can describe how each entering student's program is "tailor-made"--how the cosmetology student with no on-the-job experience at all will begin with basic learning objectives and learning experiences--how the dental assisting student with some summer work experience in a dentist's office may be able to "test out" of basic learning experiences and begin work on more intermediate competencies--how the business and office practices student, who has worked in an office for two years and who needs only a few competencies to be eligible for advancement, may be able to enter a CBI program and work only on achieving those competencies. By describing these kinds of "fits" with students needs, you imply successful completion of the CBI program by most students as well as future on-the-job competency.

Employment services will need to be able to interpret the transcripts or records of students who complete your program. You may need to explain how occupational competencies are listed and verified. A profile chart or a competency listing can be extremely helpful in explaining what the competencies for your program are, how a student's program is planned, and what level of skill he/she must reach to successfully complete your program.

Orienting Parents

Teachers in secondary schools should be sure to keep their students' parents well informed about the vocational program. Opportunities for contact with parents are numerous. The monthly PTA meeting is perhaps the most obvious opportunity for a more formal talk about CBI and its effect on their sons and daughters. You can take advantage of this opportunity by arranging in advance with the PTA president or program committee chairperson for some time on the meeting agenda. A school-wide, departmental, or classroom open-house provides an ideal opportunity to orient parents to the way in which students are being prepared for employment. More informal contact with parents may be arranged at school social events or through individual phone conversations, in-school conferences, or home visits.

You will need, however you are orienting parents, to address some key concerns. Parents will want to know how the CBI program will affect opportunities for employment and how CBI will affect their sons' and daughters' daily routine.

In your orientation, then, you can explain how, since CBI is based on competencies verified as necessary on the job, that each student can be specifically and completely prepared for the occupational area he/she wishes to enter. As you explain about competencies and how learning activities are planned and sequenced to be "time-free" and to enable a student to actually perform job skills competently, you can describe how a CBI student goes through a typical day. You can talk to parents about how students will be working at varying rates, using a variety of materials and media to fit their individualized programs, using the resource center as well as the laboratory, and going out "into the field" when specific learning experiences require them to do so.

The idea of a "time-free" program in which students can work at their own rates and complete the program at different times may be quite new to parents. You will need to explain this carefully. Otherwise, parents may become anxious when their son or daughter takes a longer time than another student to progress through the same program.

You may also wish to help parents understand how CBI can aid in the maturation process by requiring students to take more responsibility for their own learning. You could do this by describing the role of the resource person as one who helps the student manage his/her own instruction and who assesses the student on a performance basis when the student shows him/herself ready to be assessed. In other words, you can describe how the

CBI student becomes aware of his/her progress, need for assistance, and readiness to demonstrate competency.

Orienting Civic and Service Organizations

By orienting local affiliations of national organizations in your community as well as some special interest groups, you can respond to several civic and service organization needs. These organizations, whatever their particular concerns, are all interested in the community in which they operate or serve. They are therefore also interested in what is happening in the schools and need to be kept informed, for a variety of reasons, of changes occurring in teachers' and students' roles and in instruction.

You may find local affiliations of larger national organizations such as the following:

- Chamber of Commerce
- Lions
- Elks
- Kiwanis
- League of Women Voters
- Sierra Club
- B'nai B'rith

And you may find special interest groups such as the following:

- historical society
- environmental protection
- settlement house
- hospital association
- symphony society
- crafts club
- theatre group
- half-way house

One of your primary reasons for orienting civic and service organizations to CBI may well be a purely informational one. These community groups may need to know about the implementation of CBI simply because it is something which is going on in the schools. You may need to orient these groups simply to avoid misunderstanding, apprehension, and suspicion. You should tell them about new and innovative programs so that they will

understand and appreciate the school's continuing efforts to serve the community.

The members of these organizations may need to know, for example, why they are seeing vocational students out of class and "about town." You may need to explain how, in CBI, field experience may be a part of a student's program. Learning activities may have to take place in a hospital, or a hair styling salon, or a factory.

Organization members may also want to know how they can serve CBI students. A forestry student, for example, may need to volunteer for a day at the local environmental protection group office to complete one of his/her learning experiences. A lighting technician student may need to spend time with a community theatre lighting crew during an actual production as part of one learning activity.

Orienting Business and Industry

Opportunities for orienting business and industry to CBI are abundant, and this orientation is essential to the complete effectiveness of your program. Opportunities can be found in meetings with your advisory committee which is made up of representatives from local business and industry. They serve as consultants to CBI implementation. However, before they can serve you effectively, you will need to orient them. You can find further opportunities in meetings with labor union officials, with employment agency personnel, business leaders in the community, factory managers, and trade organization members.

Since your advisory committee provides information about labor needs in the community and will be reviewing the competencies needed in specific occupational areas, they will need to have a firm grasp of how the CBI program is structured and what it is expected to produce. Also, since many vocational students will be joining unions shortly after leaving school, labor union officials need to know in what ways CBI will prepare students for the labor market and for successful placement in jobs. The union will want to know how it can more effectively serve its new membership.

As previously mentioned, employment agencies will need to know what kinds of potential workers in what occupational areas and with what types of credentials will be applying for job placement. Also, then, you and your students may benefit by receiving employment agency information about available jobs and important business and industry connections.

Contacts made with business leaders in the community will enable you to discuss their role as valuable resources in the CBI program. A student in a personnel management program may well need to work within a particular business for several days. Another student in an entrepreneurship program may need to interview a well-known business entrepreneur in the community. Factory managers should be similarly oriented. They will need to better understand the training of their future employees and to know how they can serve your CBI program. For example, the manager of a fabrics factory may want to know that students in a fashion design program are being trained to identify the

suitability of fabric designs to various markets. The manager of an electronic controls factory may want to talk to a CBI class in basic electronics in order to give students information about the range of jobs related to electronics.

You may also need to orient trade organization members to CBI. Simply to keep well informed, these organizations of managers and workers in many occupational service areas will need to know about CBI program activities which touch on their particular areas. Your students may need to contact some of these organizations, again, as part of their CBI field experiences or activities. Some examples of these organizations which may be related to your program's occupational service areas are:

- Restaurant Association
- Society of Engineers
- Automotive Service Council
- Association of Retail Lumber Dealers
- Cattlemen's Association
- Consumer Loan Association
- Printing Industry
- Association of Beauticians

Your opportunities for contact with these organizations can range from simple phone conversations to scheduled appointments with organization officials to trade association exhibitions and special shows. Whatever opportunities for contact you choose, you can orient these people so that they will know how your students are being trained in their own particular trades and so that they can respect the purposes and structure of the CBI program.

Orienting Accrediting Personnel

All secondary and post-secondary education institutions are subject to regular examination by accrediting agencies. Regional accrediting agencies (e.g., The Southern Association of Colleges and Secondary Schools) review the entire school curriculum of which, of course, vocational programs are a part. Certain occupational programs (e.g., cosmetology) may be examined and accredited by the trade association of the state. These agencies will visit the school, review curriculum plans and materials, and observe the program in action to determine whether the program meets established minimum standards.

As a teacher in a program organized for competency-based instruction, you need to be prepared to explain your program to the visiting committee at the time of the accreditation examination. Accreditation standards are often written in terms applicable to traditional programs, which may be difficult to apply to competency-based instruction. You should be prepared to explain how the occupational competencies were identified, what materials and student activities are utilized to help students achieve the competencies, and how you assess the students' performance of the competencies. A vocational education program soundly based on CBI principles, and organized systematically so that students can achieve proficiency in the essential occupational skills, should have no difficulty in meeting accreditation standards.

You may wish to arrange through your resource person to meet with and interview a vocational teacher in your service area who has had occasion to orient persons in the school and/or community to CBI. This teacher could be one who is or has been involved in a CBI program, or one who has attempted to initiate such a program. You could structure the interview around certain key questions, e.g.:

- In order to implement a CBI program, or operate one effectively, what groups in the school and/or community need to be informed about, and supportive of, the CBI program?
- What types of questions or concerns arise most frequently in discussions with various groups concerning the CBI program? How did he/she answer these questions?
- What methods did he/she use to orient others to CBI? Informal conversations? Formal presentations? How successful was he/she in creating understanding and support, using these methods?

You may wish to arrange through your resource person to meet with and interview a school administrator who is knowledgeable about operating a CBI program. You could structure the interview around certain key questions, e.g.:

- How was the CBI program he/she is (was) involved with initiated?
- How were school and community groups oriented to the planned or existing CBI program?
- What is the role of the vocational teacher in providing the necessary orientation or information?
- What administrative questions needed to be addressed before the CBI program could be installed?
- What types of questions are (were) most frequently asked of him/her by parents and other community members concerning CBI?

The following Case Studies describe how three vocational teachers approached their responsibilities in orienting school and community groups to competency-based instruction. Read each of the case studies, and then explain in the space provided (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his/her responsibilities.

CASE STUDIES

Case Study 1:

Joe Conley, a Retailing instructor at Webster Technical Institute, was feeling pretty pleased with himself. His administrator had received a request from the personnel director of a local food chain for assistance in reviewing an examination to screen prospective employees. He had asked Joe to handle the request. Joe, who had been using CBI in his classes for the past year, took one look at the test and decided to throw it out and start over. Carefully avoiding the paper-and-pencil techniques that the exam he'd been given to review relied on completely, he'd come up with an excellent performance test. He had based the test on the competencies, performance objectives, and specific criteria of his own CBI program. When Joe delivered the test, the director was busy, so he left it with his secretary.

On his way home, he stopped for groceries at one of the chain's local stores. While waiting on the check-out line, he got into a conversation with the store manager, who complained about how difficult it was to find competent help. Joe agreed sympathetically, and wondered if he should bring up the new screening test. Oh well, he thought, he'll find out about it eventually.

Case Study 2:

Ms. Parisi had spent a busy afternoon talking to employers at prospective training stations for her co-op students. So far no one had made a definite commitment, but she felt sure she would be successful. Her CBI program was functioning beautifully, and her students had never been so involved and motivated.

She had spoken to each employer in glowing terms about her students taking more responsibility for their own learning, including helping to plan their own programs. She had discussed her role as a guide, rather than a dispenser of information, and indicated that her students were having no trouble using her carefully developed CBI modules (due, in part, to the well-stocked learning resources center). All in all, she was sure she had made a good impression, and that the employers she had spoken to would be anxious to provide training stations for students like hers.

Case Study 3:

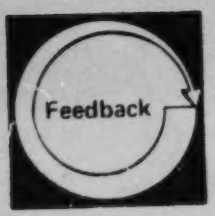
The teachers gathered in the lounge at Southland Vocational School were more than a little upset. During the last faculty meeting, the school's administrator had informed them that the school was going to switch over to a totally competency-based program. Workshops and training sessions would be held to orient faculty to the new concept and help with the transition. Outside consultants (teachers experienced in using CBI, for example) would be brought in to help run the sessions and give concrete advice.

Most of the teachers at Southland knew little more about CBI than the name; a few knew enough to hint darkly about increased work loads and complex management problems. Even teachers who were ordinarily open to new and different instructional approaches were concerned about what appeared to involve a drastic change in the teaching-learning environment they were accustomed to.

The only teacher who wasn't concerned was Mr. Wiseman, who had been using CBI in his classes for the past six months. The workshops and training sessions might be a little boring to sit through (maybe he could get out of them?) since he was so familiar with the concept, but come to think of it, he might be able to get some help in developing a more complete list of the

competencies needed by workers in the occupation. The occupational analysis he'd worked from was sadly out of date, and since he'd gotten it from a colleague in another state, he wasn't entirely sure it fit local conditions.

Mr. Wiseman gave himself a pat on the back for having recognized a long time ago that CBI was the way to go. Judging by the conversation he was hearing, his fellow teachers had a lot of catching up to do.



Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

Case Study 1:

Joe missed two opportunities to let people in the business community know about CBI in general and his program in particular. As a result, he has been much less help to the food chain (and its store managers) then he realizes, and has temporarily closed off an avenue of support and assistance for his CBI program and its graduates.

Joe's decision to develop a performance test based on specific competencies needed by workers on the job makes sense--to him and to us. But what will be the reaction of the personnel director to a test which bears no resemblance whatever to the types of tests he is accustomed to, and to the test he'd given Joe to review? We don't know for sure whether the director knows anything about CBI, but judging by the test Joe was asked to look at, it's a safe bet that he's not familiar with it. Thus, he may well fail to understand (or agree with) Joe's approach, and may simply reject the exam. Paper and pencil testing is not "bad" by definition; it's possible that the director is looking for certain characteristics in employees which could best be identified through this sort of test, at least in part.

In any case, Joe should have met with the director (preferably before he revised the test) to explain the rationale for performance testing, and to point out the relationship between the skills the test requires employees to perform and the competencies needed on the job. He should have used this opportunity to explain his CBI program in terms of its potential for preparing more competent employees. This sort of orientation would not only be helpful to the director, but could result in increased field experience and placement opportunities for Joe's students.

Joe also missed an opportunity to talk to the store manager, in an informal way, about the manager's needs, and the way in which Joe's CBI program is attempting to meet those needs. Hearing about a screening test (from Joe or anyone else) might not mean much to him. Hearing that a particular teacher in a particular program in a particular school is geared up to train students in the skills his employees need to have would no doubt mean quite a bit to him. Joe himself might have gotten some suggestions as to additional competencies or more accurate criteria for measuring

performance; in addition, he probably could have looked forward to the store manager's support of his program and its graduates in the future.

Case Study 2:

Ms. Parisi is obviously a highly motivated, organized, and energetic teacher who appears to be using CBI effectively. Unfortunately, the employers she contacted may never get a chance to see how well-prepared her students are in the basic skills of the occupation. Apparently, Ms. Parisi told the employers everything about her CBI program except what they really needed to know: In what competencies are students being trained? What level of skill are students expected to reach? In what ways are students in her CBI program better prepared to function on the job?

In other words, Ms. Parisi gave the employers with whom she met accurate, but not particularly relevant, information about CBI. In addition, her comments about students taking more responsibility for their own learning, helping to plan their own programs, etc., may have a different effect on her listeners than she planned. Since she has not explained the meaning of "competency-based" or discussed how the competencies were determined, they may miss the point that such students will probably make more mature, responsible workers, and get the mistaken impression that students can decide on their own what they need to know or what skills are necessary for success in the occupation.

Before she visits another prospective training station, Ms. Parisi needs to think more carefully about whom she is speaking to, and what types of information about CBI will address their specific concerns.

Case Study 3:

Mr. Wiseman recognized a good thing when he saw it; unfortunately, it never occurred to him that other people might benefit from his experience, or that he himself might do a better job with CBI if he had support and input from others.

Having made a major change in his instructional approach, Mr. Wiseman really should have explained to his administrator what he was doing and why. Had he done so, the administrator might have decided earlier to install CBI, and could have used the teacher's knowledge and experience in planning the installation of CBI at the school. He could have called on Mr. Wiseman to give presentations at faculty meetings, or conduct an open house in his classroom to orient the other teachers and members of the community to the concept and how it operates in the classroom. In planning the workshops and training sessions, he could have asked the teacher to work with the outside consultants in orienting the faculty to ways to operate CBI at this particular school with its

own set of conditions and constraints. In speaking to his administrator, Mr. Wiseman probably would not have had to "sell" CBI, since apparently he recognized its strengths and potential. But the administrator would no doubt have been concerned with administrative problems relating to the open entry/open exit feature of CBI, or to arrangements for a variety of field experiences in a CBI program. For example, how should attendance requirements be handled for students who finish early? As a person concerned with public opinion, on the "firing line" so far as relations with parents and other community members are concerned, what sorts of questions can the administrator expect from students' parents and others who see students out of "class" during regular school hours? Assuming that Mr. Wiseman has spent time orienting parents to the CBI concept, the administrator would need to know what sorts of information about students' reactions to and success in the program he gave them, so that the administrator would be in a position to give other parents accurate information.

Whether asked to do so or not, Mr. Wiseman could and should have informed his fellow teachers about CBI and why he was using it. He seems to be convinced that it is an excellent way to train workers in the skills of the occupation. This is not information that he should have kept to himself. Since there is little support for or understanding of CBI among the other faculty, Mr. Wiseman would have needed to explain the basic concepts carefully, and shared with them his solutions to various management and record-keeping problems, and his experiences in developing CBI materials, orienting students to the concept, devising specific performance objectives and criteria, etc.

By informing others about his CBI program, Mr. Wiseman could have received some help himself. For example, it's clear that he has not bothered to orient his advisory committee to his CBI program. Had he done so, he could have asked them to review the list of competencies on which he based his instruction and gotten suggestions for updating the list and making it more reflective of the needs of local business and industry. He might have opened up more opportunities for field experiences for his students, and in general fostered a good working relationship between this segment of the business community and the school as a whole.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Orienting the School and Community to CBI, pp. 29-42, or check with your resource person if necessary.

To gain practice in planning and making a formal presentation concerning CBI, you may wish to give such a presentation to a group of peers and/or your resource person.

In planning your presentation, consider the characteristics of the group and of the situation (assumed or actual), and structure your presentation accordingly. For example, you might wish to assume that your peers represent a group of somewhat hostile parents attending a PTA meeting to discuss the need for accountability in the schools.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Learning Experience III

FINAL EXPERIENCE

While working in an actual school situation,* orient the school and community to CBI.

As the need and opportunity arises, orient members of the school and community in which you are working to competency-based instruction. This will include:

- developing a written plan for orienting others to CBI. Your plan should
  - (1) identify the key groups in your school and community who need to be oriented to CBI
  - (2) specify the types of information each group needs to have
  - (3) identify the primary method you would use to orient each group (e.g., open house to orient parents)
  - (4) outline the content and approach of the presentation (open house, news release, etc.) you would use to orient each group
- making <u>at least one</u> presentation to a school or community group concerning CBI

continued

*For a definition of "actual school situation," see the inside back cover.

NOTE: Your opportunities to orient others to CBI will vary depending on your situation. If you are an inservice teacher, you should be able to identify and take advantage of several opportunities to inform various groups about an existing or potential CBI program. If you are a preservice teacher, your opportunities may be more limited. In this case, you could arrange through your cooperating teacher to orient him/her to CBI, or to make a presentation to the vocational department, etc.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your written plan and observe your presentation. Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 55-57.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in orienting the school and community to CBI.

TEACHER PERFORMANCE ASSESSMENT FORM

Orient the School and Community to CBI (K-1)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

The teacher's orientation plan:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. accurately identified those groups in his/her school and community who need to be oriented to CBI, such as:						
a. administrators.....						
b. faculty and staff.....						
c. parents.....						
d. members of business and industry...						
e. referring schools and agencies.....						
f. accrediting personnel.....						
g. other.....						
2. specified the general types of information which would be most appropriate to the needs of each identified group...						
3. identified the most effective method or approach to use in orienting each group.....						
4. outlined the specific content or activities to be used to reach each group.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. included in each outline:						
a. information appropriate to the needs of the group.....						
b. accurate, thorough, up-to-date information.....						
c. a clearly defined purpose.....						
d. a well-organized sequence of information and/or activities.....						
6. indicates the teacher's grasp of the basic concepts of CBI.....						
7. overall, indicates the teacher's ability to assume orientation responsibilities appropriate to his/her role and situation.....						
<u>The teacher's presentation</u>:						
8. provided information appropriate to the needs of the group.....						
9. provided information which was:						
a. accurate.....						
b. up-to-date.....						
c. thorough.....						
d. clear.....						
10. made use of audiovisual materials or other techniques to present information, as appropriate.....						
11. indicated that the teacher grasps the basic concepts of CBI.....						
12. had a clearly defined purpose.....						
13. was well organized.....						
14. provided opportunity for the listener(s) to ask questions.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.